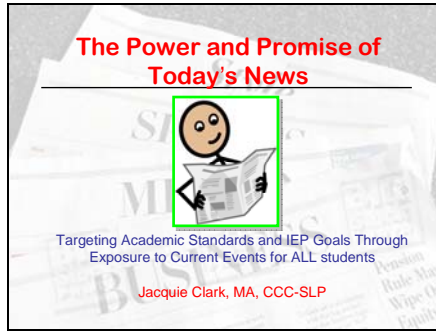


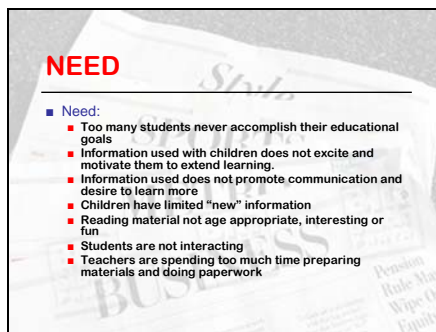
Slide 1



Slide 2



Slide 3



Slide 4

Objective

- **Objective:**
 - **Provide:**
 - Students with "new", current and relevant information in a simple and concrete language form
 - Students with information that fosters communication and learning
 - Teachers with weekly topics, and supporting activities
 - Material that is age appropriate and can be used on all reading levels
 - Material that adds excitement to learning
 - "Big Picture" news to a population denied that information
 - Symbol support to clarify information
 - Information students want to share with parents, siblings and friends
 - Material that expands the learning base and complements all other learning
 - **Ready-to-use** -- No extra work for the teacher or parent
 - Increase students' feelings of self-worth and motivation to learn

Slide 5

Introduction and Need


- **There is a need for us to look at the content of what we use to help students and clients.**
- **Need:** Children need to become competent learners
- **Need:** Children need to expand their knowledge base
- **Need:** Children need to learn to solve problems and make decisions

A newspaper can do all these things!

Slide 6


More Intro and Need

- **Why a newspaper?**
 - Builds language
 - Stimulates students to explore and learn more
 - Provides a writing model
 - Helps teach literacy skills
 - Opens up communication between students and parents



Slide 7

More Intro and Need




- Students who use newspapers.....
 - Score higher on standardized tests
 - Are more effective readers
 - Have better comprehension skills
 - Have higher word recognition skills and comprehension
 - Have a better understanding of common math concepts
 - Continue reading when they are adults

Slide 8

More Intro and Need


- Problems with regular newspapers:
 - Language level is not appropriate
 - Students are not able to generalize
- Result: Our students were denied the new information that makes good communicators



Their needs were not being met!


Slide 9

More Intro and Need



- News-2-You was born out of the need for current information in an easy to read format
- The paper can be adapted to any level of special needs
- Used for regular education too
- Weekly topics are relevant, current and fun
- Best of all. . . .

the paper is done for you



Slide 10

Weekly Newspaper




- A new paper comes out weekly in 3 levels: (New Advanced Edition not available)
- Simplified – 5 simple concrete sentences with picture support
- Regular – 10-12 topic pages with symbols
- Higher – 10-12 topic pages, no symbols
- Each paper includes a Recipe Page, a Knock-Knock Joke, Pictures of Places in the news, and Words of the Week
- In addition, each paper has a Communication Board.




Slide 11

Weekly Newspaper




- Sample Pages



Slide 12

New Advanced Edition

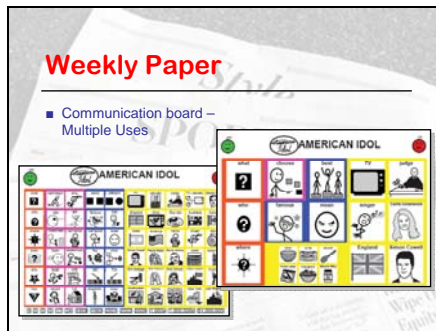
Sample pages (10-20 pages per edition)



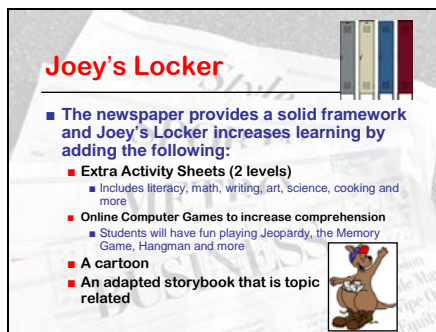
Slide 13



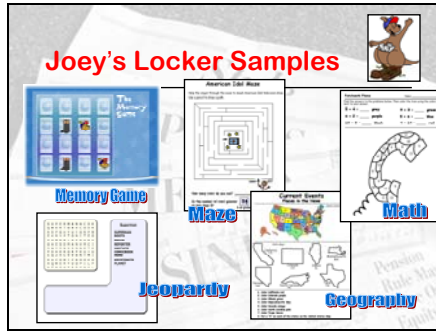
Slide 14



Slide 15



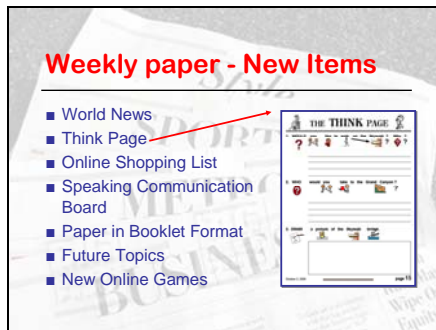
Slide 16



Slide 17




Slide 18



Slide 19


The Standards

- Standards must be addresses in all states by all school personnel.
- News-2-You uses the 12 Language Arts Standards
- The Standards assume that literacy begins before children enter school
- Standards are interrelated and should be considered as a whole



Slide 20

Progress Monitoring




- News-2-You has progress monitoring sheets for the newspaper and Joey's Locker
- Each of the summary grids list learning objectives
- Objectives are worded to reflect academic standards and IEP objectives
- Data summary grids allow for 6 weeks of collection information


Results will be measureable

Slide 21

Progress Monitoring



- Progress Monitoring Sheet



Ready-to-Use


Graphing Activity

Slide 22

Lesson Plans

- Each lesson plan identifies "instructional targets" which reflect the essence of academic content standards.
- As in the general education classroom, students in the early grades have a different skills focus than those in the older grades.
- The lesson plan section of the template offers specific instructions on how to build skills and incorporate the News-2-You activities in a way to maximize learning.
- Students who utilize News-2-You lessons vary significantly in ability levels. Therefore, there is a section of the template that offers expectations for differentiated tasks.


Slide 23



Differentiated Tasks

| News-2-You Activity | Standards | Differentiated Strategies |
|---|---|--|
| Desert Run article (Students will read Text in appropriate regular, higher or simplified format) | Reading Acquisition of Vocabulary •Use context clues to determine meaning of new words | Level 1: Student will read text independently Level 2: Student will read text with picture support Level 3: Student will select a presented picture at given times when text is read aloud (errorless) |


Slide 24



Differentiated Tasks

| News-2-You Activity | Standards | Differentiated Strategies |
|---|---|--|
| Desert Cups (Students will read Recipe and complete Steps to make the dessert) | Reading Applications Informational Text •Follow a sequence •set of directions | Level 1: Student will read and follow directions to make dessert Level 2: Student will follow each step after it is read aloud Level 3: Student will state the sequence of directions on a Step-by-Step communicator |


Slide 25



Differentiated Tasks

| News-2-You Activity | Standards | Differentiated Strategies |
|---|--|--|
| <p>Joke Page (Students will deliver and respond in a turn-taking Knock-Knock joke.)</p> | <p>Writing: Oral Communication •Use language appropriate to a situation.</p> | <p>Level 1: Student will initiate joke and provide end line. Level 2: Student will reply "who's there?" after joke initiation. Level 3: Student will activate the Step-by-Step switch to initiate the joke and provide end line.</p> |

Slide 26



Differentiated Tasks

| News-2-You Activity | Standards | Differentiated Strategies |
|--|---|---|
| <p>News-2-You in Review (Student will answer questions about the news articles.)</p> | <p>Reading Comprehension •Answer questions related to what is read.</p> | <p>Level 1: Student will read and select correct answer. Level 2: Student will point to a correct picture response (choice of 3) after hearing the question read. Level 3: Student will select a single item picture after hearing the question read aloud (errorless).</p> |

Slide 27

Putting it all Together



- To cook or not to cook – Using the Recipe Page
- Cooking is an excellent interactive active because it targets the following skills
 - Reading
 - Math
 - Social Skills
 - Turn Taking
 - Sequencing
 - Following Directions



Why should my class cook?

Slide 28

Extension Activities



■ Premade Recipe Extension Activities – from Joey's Locker.

Ingredient List, Ready-to-Use



Recipe Review, Ready-to-Use




Slide 29

Interactive Cartoon



Slide 30

Adapted Storybook



Slide 31

We keep changing

- World News is now available-
- Red stars on the map means there is new information

NEWS % CHINA

CHINA TO TIBET





Slide 32

We keep changing

- Joey's Locker – Worksheets 2 levels

Level 1 Samples



Level 2 Samples




Slide 33


We keep changing

- Joey's Locker – New and exciting online games


Coloring




Dot-to-dot



Mazes



Simon Says (sequence)



Slide 34

Comment

I just want you to know how great your product is. I have taught for 23 years and have just subscribed to your paper for my students. Without a doubt, it is the best teaching tool I have ever used. Victoria, DE



Slide 35